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| **Week** | **Student Objectives** | **Key Vocabulary** | **Phonics** | **Read Aloud/Writing** | **Interdisciplinary Connections** |
| 1-2 | **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **RL.2.2. RI.2.8.**Read about life in the west from multiple perspectives.  **RL.2.1. RI.2.1.** Read informational texts to answer the questions “who, what, where, when, why, and how.”  **RL.2.6.**Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | **Characters**  **Collective nouns**  **Compare**  **Contrast**  **Expression**  **Fluency**  **Point of View**  **Real**  **Venn Diagram** |  | *Cowgirl Kate and Cocoa* (Erica Silverman and Betsy Lewin)  Create a running list of collective nouns in this unit (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans).  Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1b, RI.2.4, L.2.4, L.2.4e)  Introduce the story about a modern day cowgirl, *Cowgirl Kate and Cocoa* (Erica Silverman). Ask students to think, as they read the first chapter, about whether this story could really happen or if it is a fantasy. Ask students to choose one or the other, real or fantasy, and find evidence in the text to support their choice. Use a white board or Post-Its to record their thinking. As they finish reading and writing, pair students to discuss their ideas. After they are finished discussing, ask them to remain partners and to experiment with reading using different voices for different characters in the book. Monitor the reading by listening for reading with expression and character voices. (RL.2.6, RF.2.4) | **Geography**: the western U.S. |
| 3-4 | **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures. **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L.2.1.a** Create a list of collective nouns (e.g., herd, flock) related to life in the West.  **RL.2.2. RI.2.8.**Read about life in the west from multiple perspectives.  **RI.2.9.** Research a real person from the 1800s.  **RL.2.1. RI.2.1.** Read informational texts to answer the questions “who, what, where, when, why, and how.”  **RI.2.3.** Consider the contribution made by the artist George Catlin, who captured the way of life of Native Americans of the plains. | **Biography**  **Compare**  **Contrast**  **Fluency**  **Point of View**  **Real**  **Venn Diagram** |  | *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons)  *Bill Pickett: Rodeo-Ridin’Cowboy*(Andrea D. and Brian Pinkney)  *Wild Tracks! A Guide to Nature’s Footprints*(Jim Arnosky) (E)  Create a running list of collective nouns in this unit (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans).  Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1b, RI.2.4, L.2.4, L.2.4e)  *Bill Pickett: Rodeo-Ridin’ Cowboy*(Andrea Davis Pinkney) is a true story of an African-American cowboy. After the story is read, display the same kind of chart from the unit one segment on fiction (see below). Again, remind the students that these are only question stems and must be amplified to focus on the story. Ask students to choose two questions to answer and write on their white boards. Share the responses from the students and add to the class chart. (RI.2.1, SL.2.2)  Who, What, When, Why, Where, How  Remind students that when they are doing research in the classroom, they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read an informational book such as *Cowboys and Cowgirls: Yippee-Yay* (Gail Gibbons). After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions. (RI.2.6)  By reading the informational books during this unit, students learn about Native Americans, African Americans, and Caucasians during the 1800s in the “Wild West.” Give the students this prompt: “Write about the person most interesting to you from the Wild West days. Be sure to tell to answer the questions ‘who, what, where, when, why, and how’ as you write about your person. Use online sources and books to do your research. ”When students are finished with their research, pair them according to related choices to allow sharing of information. After the first draft is written, have them spend time revising the work with peers or the teacher. (W.2.8, W.2.2, W.2.5, L.2.3)  Explain to the students that George Catlin was a famous artist who traveled out west on horseback during the 1800s to paint pictures of Native Americans. Display several of his works. Ask questions such as these:   * What do you notice in the paintings? * What can you learn about Native Americans by studying these paintings closely? * Why do you think these paintings are very important to history? (SL.2.2)   Select one Curtis and one Catlin work to study. Have the students compare Curtis and Catlin’s approaches to depicting Native Americans. How does Curtis’ use of the environment inform what we learn about the Native Americans shown?  Select two works to study. As a class, create a list of questions about the subjects of the works or about the artist. Select questions for research as a class. Choose books and Internet resources for the students to use for conducting their research. Have the students compile and share their findings with the class. | **Art**: George Catlin  **Geography**: the western U.S.  **History**: American westward expansion (e.g., the role of the railroad) and Native Americans (e.g., Plains Indians and the effect of the railroad on Native American communities)  **History**: American westward expansion (e.g., the steamboat, wagon trains, the Pony Express) and Native Americans (e.g., Sequoyah and the “Trail of Tears”)  **Science**: Simple Machines, as used by the Native Americans, and technology related to westward movement (e.g., arrows and wagon wheels) |
| 5-6 | **RL.2.9:**Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **W.2.2:**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **RL.2.2.,.2.5.,2.6.** Read tall tales and learn the distinct characteristics of this type of tale.  **RL.2.9.**Compare and contrast an original fairy tale with one that has been rewritten in a western setting.  **RL.2.2. RI.2.8.**Read about life in the west from multiple perspectives.  **RI.2.10 W.2.2.** Write an informational essay based on research about a real person in the 1800s.  **RL.2.1. RI.2.1.** Read informational texts to answer the questions “who, what, where, when, why, and how.”  **RL.2.6.**Read chapter books in the fantasy genre, paying careful attention to the varied voices of the characters. | **Compare**  **Contrast**  **Expression**  **Fantasy**  **Fluency**  **Point of View**  **Real**  **Venn Diagram** |  | *Paul Bunyan*(Steven Kellogg)  *John Henry*(Julius Lester and Jerry Pinkney)  *Pecos Bill*(Steven Kellogg and Laura Robb)  *Johnny Appleseed*(Steven Kellogg)  Create a running list of collective nouns in this unit (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans).  Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing. (L.2.1b, RI.2.4, L.2.4, L.2.4e)  Introduce the genre of tall tales by explaining how they are stories about a special kind of hero that is bigger than life. Even though the story is based on a real person, the person is exaggerated to be stronger or bigger than any real hero can ever be. Read about a hero from the 1800s named John Henry. As you read the story, challenge the students to think about the part of the story that is so amazing we know it is not really true. After the children have enjoyed the story, go back through the story and have the students write down one thing that might be real and one thing they think is fantasy. Ask questions such as, “Why do you think we have this tall tale? Why do you think the story has a race between a machine and a human? Why do you think the man beats the machine?” (RL.2.2, SL.2.2)  After reading the fairy tale *The Princess and the Pea,* introduce another version of the story, *The Cowboy and the Black-Eyed Pea.* Before reading the book, challenge the students to think about how the two stories are the same and how they are different. Create a Venn diagram or other graphic organizer to compare and contrast the two stories. Have the children use Post-Its to add their ideas to the Venn diagram. When finished, ask students to use the graphic organizer to construct sentences that describe two ways in which the stories are the same and two ways in which they are different. Continue this activity with other traditional stories and their alternative versions. (RL.2.9, SL.2.2) | **Geography**: the western U.S.  **Science**: Simple Machines, as used by the Native Americans, and technology related to westward movement (e.g., arrows and wagon wheels) |